



Implementation of School-Based Management for Improving the Quality of Education at Linggang Bigung Public Senior High School

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Abstract

School-Based Management (SBM) is an educational management approach that grants schools autonomy to manage resources and make independent decisions by involving principals, teachers, parents, and the community to improve education quality. This study aims to describe the implementation of SBM at Linggang Bigung Public Senior High School as a strategic effort to enhance school quality. Using a qualitative approach with a case study method, the research focuses on the planning, implementation, evaluation, and supervision processes of SBM at SMAN 1 and SMAN 2 Linggang Bigung. Data were collected through interviews with principals, teachers, students, and parents, as well as through documentation analysis related to SBM implementation. The findings indicate that the implementation of SBM successfully created a learning environment more relevant to the needs of students and the community, while also increasing transparency and accountability in school management. Evaluations conducted at both schools showed significant achievements in academic performance and student character development. However, follow-up actions on evaluation results still require optimization, particularly in strengthening corrective measures and improving facilities and infrastructure. Furthermore, the principals' leadership, characterized by adaptive and transformational styles, effectively motivated teachers and staff to innovate in teaching practices. In conclusion, active participation from all stakeholders—including teachers, students, parents, and school committees plays a crucial role in reinforcing SBM implementation, which in turn contributes to comprehensive improvements in education quality.

Keywords: School-Based Management; Quality; Education; Public Senior High School

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1. Introduction

The implementation of School-Based Management (SBM) is one of the strategies implemented to improve the quality of education in Indonesia (Mulyasa, 2022). MBS Providing autonomy to schools in managing resources, making decisions, and designing educational programs that align with local needs (Risno, 2020). With this approach, schools



have the flexibility to optimize their potential, enabling them to provide more relevant and quality educational services (Ahmad, 2023; Patras et al., 2019) SMA Negeri Linggang Bigung, as a public educational institution, has a strategic role in implementing SBM to meet national education standards while addressing the local challenges faced.

Education in Indonesia currently faces various challenges, such as low quality of learning, limited resources, and a lack of community participation in education management. School-Based Management (SBM) emerges as a solution by involving multiple stakeholders - including principals, teachers, students, parents, and the community - in the decision-making process (Firdianti, 2018; Kurniawan et al., 2020). This approach not only enhances transparency and accountability in school management but also strengthens the sense of ownership of the school within the community. Thus, SBM becomes an important tool to drive comprehensive improvements in the quality of education.

SMA Negeri Linggang Bigung, as a secondary education institution, has a significant responsibility to produce graduates who are competent, have strong character, and are able to compete in the workforce as well as continue to higher education (Haryaka, 2024). The implementation of School-Based Management (SBM) at this school is expected to help create a conducive learning environment for students and support teachers in carrying out their duties optimally (Fiandi, 2023). In addition, the implementation of SBM is also in line with government policies that promote the decentralization of education as an effort to improve access and quality of education throughout Indonesia, including in developing areas such as Linggang Bigung.

One important aspect of implementing SBM is the capacity development of principals and teachers as educational leaders. The principal plays a central role in directing the school's vision and mission and ensuring that program implementation runs according to plan (Komariyah et al., 2021). With good managerial skills, the principal can motivate teachers to innovate in the learning process and create an enjoyable learning atmosphere for students. Training and mentoring for principals are key to the successful implementation of SBM. In addition, the involvement of parents and the community in education management is an important element in the implementation of SBM. Through active participation of parents in school activities, such as committee meetings or learning support programs, the school can build synergy between home and the learning environment. Support from the community can also help the school overcome various obstacles that arise in the implementation of its programs. This collaboration not only strengthens the relationship between the school and the community but also increases trust in the educational institution.

The implementation of SBM at SMA Negeri Linggang Bigung also requires continuous evaluation of the policies and programs carried out. This evaluation aims to identify the strengths and weaknesses of the management system being applied, as well as to provide



recommendations for improvement (Anugrah et al., 2022; Rahmat & Husain, 2020). Regular evaluation processes will help the school remain focused on improving the quality of education while ensuring that each policy is implemented effectively according to its original objectives (Efendi & Sholeh, 2023).

In today's era of globalization, the challenges facing the education sector have become increasingly complex. SMA Negeri Linggang Bigung must be able to adapt to these changes by innovating its curriculum, implementing information technology-based teaching methods, and strengthening students' competencies in both academic and extracurricular fields. (Nirmayanthi et al., 2024). The implementation of School-Based Management (SBM) provides schools with greater flexibility in designing strategies to produce graduates who are not only academically excellent but also highly competitive in facing the challenges of the workforce. (Andriyan & Yoenanto, 2022).

The implementation of School-Based Management at SMA Negeri Linggang Bigung is a crucial step toward enhancing educational quality and strengthening the school's role as an innovative and inclusive learning center. By actively involving all stakeholders and utilizing the autonomy provided through SBM, SMA Negeri Linggang Bigung can develop an education system that is responsive to the needs of both students and the surrounding community.

2. Method

This study employs a qualitative approach using a case study method to describe the implementation of School-Based Management (SBM) development in improving the quality of education at SMA Negeri Linggang Bigung. It also aims to explore in-depth information about field phenomena, particularly concerning the planning, organizing, implementation, and supervision of SBM at SMAN 1 and SMAN 2 Linggang Bigung. The research was conducted at SMA Negeri Linggang Bigung, specifically at SMAN 1, located on Jalan Ahmad Yani RT 07, and SMAN 2, located on Jalan Linggang Melapeh RT 09, West Kutai Regency, East Kalimantan. The study took place from June to December 2024.

The research data consist of primary data (obtained from direct interviews with informants and observations of teacher activities) and secondary data (documents related to the planning, implementation, and control of School-Based Management). Data sources included the principal, vice principals responsible for curriculum and student affairs, teachers, and students to obtain valid information from multiple perspectives. Informants were purposively selected based on specific criteria, such as teachers with a minimum of five years of teaching experience and students actively involved in school activities. The total number of informants comprised five principals/vice principals, ten teachers, and fifteen students to ensure adequate representation of perspectives. Interviews were conducted using semi-structured guidelines, with each session lasting approximately 45 to 60 minutes, allowing for flexibility to explore



topics in depth while maintaining some consistency across interviews. The instruments used were interview guides designed to collect information related to school quality (educators, students, teaching and learning processes, learning facilities) and the implementation of SBM (teaching effectiveness, school leadership, school quality culture, community participation).

Data were gathered through interviews with key informants (principals, teachers, and students) as well as documentation, including supporting documents such as meeting minutes, photographs of school activities, organizational structures, school profiles, and evaluation reports. Data analysis was conducted in five stages: organizing field data, breaking down the data into smaller fragments (disassembling), systematically reconstructing the data fragments (reassembling), interpreting the data based on field findings, and drawing final conclusions. This process aimed to produce an accurate depiction of the implementation of School-Based Management in improving educational quality.

Data validity was ensured through methodological triangulation (observation, interviews, documentation) and source triangulation (information from principals, vice principals responsible for curriculum and student affairs, teachers, and students). The objective was to confirm the validity of the information from various perspectives, resulting in objective and reliable findings. This research method was comprehensively designed to reveal how SBM implementation can enhance the quality of education at SMA Negeri Linggang Bigung by involving various stakeholders and employing systematic analytical techniques.

3. Findings and Discussion

3.1. Profile of the School

3.1.1. SMA Negeri 1 Linggang Bigung

SMA Negeri 1 Linggang Bigung, established in 1999, is situated in Linggang Bigung District, West Kutai Regency. The school is committed to delivering high-quality education, providing support services for students in need, and fostering the development of intellectual and creative thinking. Its vision is to become a reputable educational institution grounded in the values of Pancasila and the 1945 Constitution. The school's mission encompasses nurturing an outstanding younger generation, cultivating a conducive learning environment, establishing harmonious relationships with the community, encouraging active and innovative student engagement, and producing graduates of exceptional quality. SMA Negeri 1 Linggang Bigung offers a supportive, dynamic, and professional atmosphere where students can enhance their skills and gain practical experience.



3.1.2. SMA Negeri 2 Linggang Bigung

SMA Negeri 2 Linggang Bigung is located on Jalan Pelajar Linggang Melapeh and carries the vision "D-U-A" (Dynamic, Excellent, Trustworthy). Its mission includes innovative learning, improving student and teacher achievements, character development, enhancing educator professionalism, creating a conducive school environment, responsible resource management, and fostering collaboration with various stakeholders. The school cultivates a culture of achievement, literacy, environmental awareness, the 6S culture (Seiri, Seiton, Seiso, Seiketsu, Shitsuke, Safety), anti-bullying, and child-friendly values. SMA Negeri 2 actively involves the school committee and parent associations and conducts program socialization with parents. Collaboration is also established with various institutions, including higher education such as IKIP PGRI East Kalimantan. The school employs 15 educators with diverse employment statuses and educational backgrounds. The intramural curriculum follows the Ministry of Education, Culture, Research, and Technology Regulation No. 262/M/2022, offering mandatory subjects for Grade 10 and general and elective subjects for Grade 11.

3.2. Enhancing Educational Quality Through Collaborative Planning in the Implementation of School-Based Management (SBM)

The management implemented at SMA Negeri Linggang Bigung is the School-Based Quality Improvement Model (MPMBS). The planning process includes analyzing student needs through surveys and feedback from students, teachers, and parents, as well as formulating the vision, mission, and goals focused on enhancing both academic and non-academic achievements, character development, and socio-emotional skills. SMA Negeri Linggang Bigung strives to involve stakeholders in the planning process, including the school committee, to ensure that the programs developed are relevant and aligned with the needs of the school and its students.

The implementation of School-Based Management (SBM) at SMA Negeri Linggang Bigung, particularly at SMAN 1 and SMAN 2, has brought significant changes to the process of planning school programs and activities. Research data indicate that previously, planning was likely dominated by the principal and a few core staff members. However, with SBM, there has been a broader increase in participation, involving teachers, students, parents, and the school committee. This involvement of various parties ensures that diverse perspectives and needs are considered in the formulation of the school's plans.

Active participation from various stakeholders contributes to the development of plans that are more relevant to the needs of the school and students at SMAN 1 and SMAN 2. Through surveys, discussions, and participatory forums, SMA Negeri Linggang Bigung is able to identify challenges, opportunities, and priorities that need to be addressed through school programs. This version clearly conveys the importance of stakeholder involvement in creating



effective and responsive school plans. (Angelya et al., 2022). For example, input from students can help the school understand their learning preferences, while suggestions from parents provide insights into their expectations for their children's education. One of the main benefits of participatory planning is the increased sense of ownership of school programs at SMAN 1 and SMAN 2 (Yanis, 2020). When teachers, students, parents, and the school committee are involved in the planning process, they feel a greater sense of responsibility to support the implementation of the programs. This sense of ownership can enhance their motivation and commitment to actively participate in school activities, as well as contribute positively to the achievement of educational goals.

In addition to promoting participatory planning, SMAN 1 and SMAN 2 Linggang Bigung implement the School-Based Quality Improvement Model (MPMBS) as part of School-Based Management (SBM). MPMBS involves analyzing student needs, formulating the school's vision, mission, and goals, conducting infrastructure assessments, and engaging stakeholders. Interview results indicate that student needs analysis is carried out by reviewing student academic results, gathering input from students and teachers, as well as conducting parent satisfaction surveys. Through MPMBS, both schools strive to continuously improve educational quality through ongoing self-evaluation and continuous improvement.

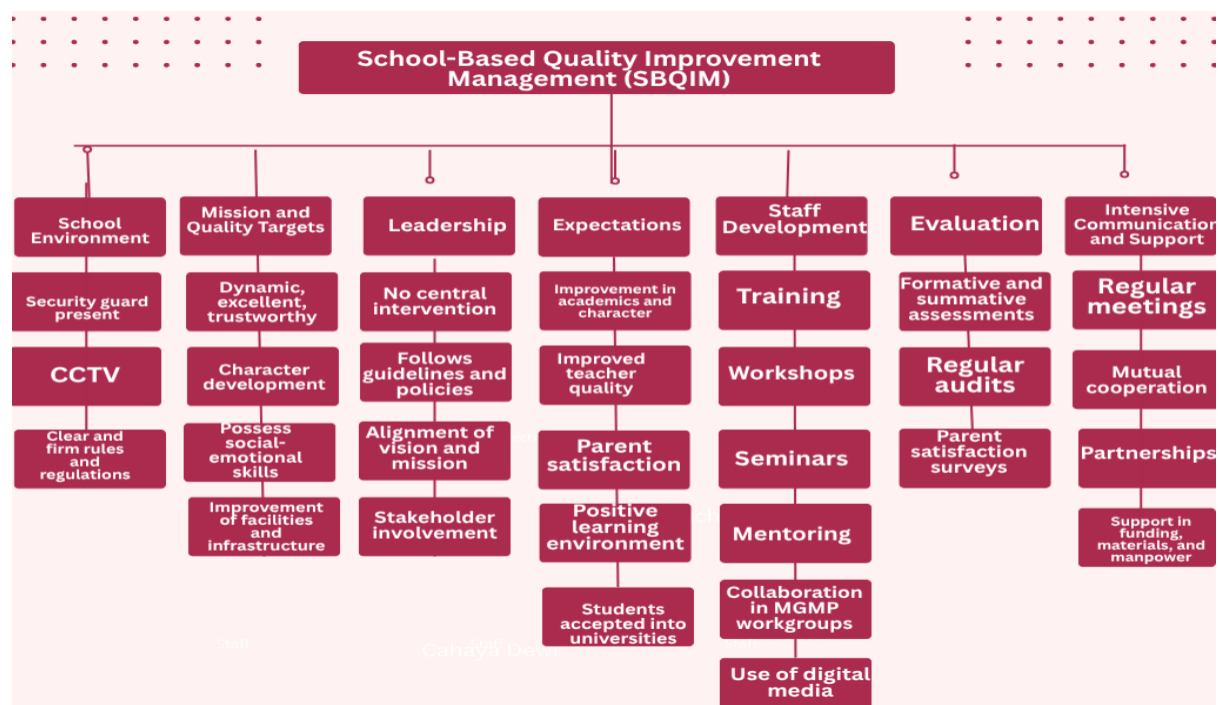


Figure 1. School-Based Quality Improvement Management (MPMBS)



3.3. Adaptive and Transformational School Leadership Influences the Effectiveness of School-Based Management (SBM)

The leadership of the school principal plays a crucial role in driving the implementation of School-Based Management (SBM) at SMA Negeri Linggang Bigung. This study found that adaptive principals are able to effectively adjust management strategies to changes in the environment and the needs of the school, as demonstrated in overcoming challenges (Usman, 2021). Meanwhile, transformational leadership has been proven to motivate teachers and staff to innovate and continuously improve the quality of teaching and learning (Mardizal et al., 2023).

Although both schools adopt School-Based Management (SBM), there are nuanced differences in the leadership styles applied. At SMAN 1 Linggang Bigung, the leadership style tends to be more transformational, focusing on empowering teachers and encouraging innovation in teaching and learning. (Dwiyono et al., 2022). The principal at SMAN 1 Linggang Bigung grants teachers the autonomy to be creative in developing more engaging and effective teaching methods. In contrast, at SMAN 2 Linggang Bigung, the leadership style tends to be more adaptive, emphasizing flexibility and responsiveness to the changing needs of students and the surrounding community. The principal at SMAN 2 focuses on building strong partnerships with the school community and fostering collaboration with various external stakeholders.

The principal with an adaptive leadership style at SMA Negeri Linggang Bigung demonstrates exceptional ability to quickly and accurately read and respond to environmental dynamics (Ramadani et al., 2024). They are able to identify emerging challenges and opportunities, then adjust management strategies to align with the prevailing conditions. Evidence from interviews indicates that this adaptive approach is crucial in ensuring the continuity of learning and the well-being of students during difficult times.

The principal who applies transformational leadership at SMA Negeri Linggang Bigung successfully inspires teachers and staff to innovate and enhance the quality of learning. By providing clear inspiration and vision, building trust, and offering support and recognition for achievements, they create a positive and productive work environment. Through transformational leadership, teachers and staff feel more motivated to contribute their best efforts toward the advancement of students and the school. This version reflects the key characteristics and impacts of transformational leadership in educational settings, emphasizing inspiration, motivation, trust-building, and a supportive environment, as supported by research on transformational school leadership

3.4. Active Participation of School Members and the Community Strengthens the Implementation of School-Based Management (SBM)



Tabel 1. Level of Participation of Teachers, Students, Parents, and the School Committee

No	Indicator	Impact on the Effectiveness of School-Based Management (SBM)	Level of Participation
	Active involvement in student needs surveys, discussion forums, school committee meetings, and the formulation of vision and mission	School plans become more relevant to student needs, school programs are more effective due to support from various stakeholders, the sense of ownership toward school programs increases, and the motivation and commitment of the school community are enhanced.	High
	Involvement in several school activities, but not consistently in planning and evaluation. This version clearly conveys the idea of partial participation with room for improvement in consistency.	School programs are running, but their effectiveness is suboptimal due to insufficient input from various stakeholders.	Medium
	Lack of involvement in school activities, with no participation in planning and evaluation. This version clearly and concisely conveys the intended meaning.	School programs are less relevant to student needs, suffer from a lack of support from various stakeholders, and have a low sense of ownership among the school community.	Low

Note :

1. Comprehensive Needs Analysis

Based on interview results (Vice Principal for Student Affairs 1, Teacher 1, Vice Principal for Student Affairs 2, 2024), SMA Negeri Linggang Bigung conducts a comprehensive needs analysis for students by involving various stakeholders, such as students, teachers, and parents, through surveys and discussion forums. The collected data are used to identify educational needs, required facilities, and challenges faced. Active involvement of multiple parties ensures that school programs are more relevant to the needs of students and the surrounding community (Seriyanti et al., 2021).



2. Participatory Formulation of Vision, Mission, and Goals

In developing the school's vision, mission, and goals, SMA Negeri Linggang Bigung involves the principal, vice principals, teachers, and other stakeholders. Interview results (Principal 1, Vice Principal for Curriculum 1, Vice Principal for Student Affairs 2, Teacher 2, 2024) indicate that the school's goals focus on improving students' academic and non-academic achievement, character development, as well as social and emotional skills. (Yudhistira et al., 2023). The involvement of various stakeholders in the formulation of the school's vision, mission, and goals enhances the sense of ownership toward school programs and ensures that the established objectives align with the needs and expectations of the school community.

3. Stakeholder Involvement in Planning

SMA Negeri Linggang Bigung strives to involve stakeholders in the planning process, including the school committee. Interview results (Vice Principal for Student Affairs 1, Teacher 1, Vice Principal for Student Affairs 2, 2024) show that the school holds regular meetings with the school committee to discuss feedback and suggestions regarding programs to be implemented. Stakeholder involvement in planning ensures that the programs developed are relevant and aligned with the needs of the school and its students.

4. Support from the School Committee and Parents

The involvement of the school committee and parents in school activities provides essential resource support for the effective implementation of School-Based Management (SBM). This support can take the form of financial assistance, volunteer labor, or participation in school events (Ibad & Auliya, 2022). With the support of the school committee and parents, the school can implement its programs more effectively and achieve the established goals.

3.5. Transparency Enhances SBM Accountability

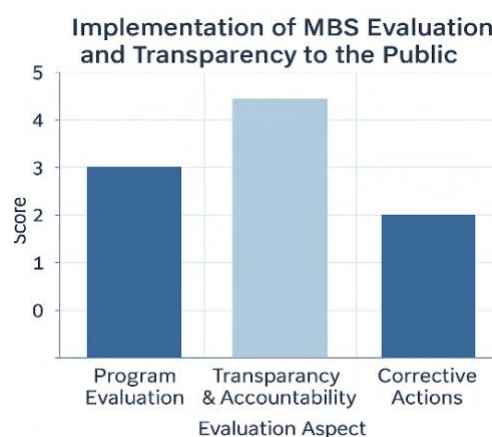


Figure 2. Diagram Evaluasi MBS dan Transparansi Kepada Publik



This chart presents a visualization of research findings on the implementation of School-Based Management (SBM) at SMA Negeri Linggang Bigung. The horizontal axis displays evaluation aspects, which include Program Evaluation, Transparency & Accountability, and Corrective Actions. The vertical axis shows the assessment scores obtained from interviews and observations.

The data shows that the implementation of the Program Evaluation received a score of 4, indicating a good effort in evaluating the programs carried out. Transparency & Accountability received the highest score of 5, demonstrating that SMA Negeri Linggang Bigung is very transparent in providing information to the public and responsible in the use of resources. Meanwhile, Corrective Actions received a score of 3, indicating that although evaluations have been conducted, the implementation of improvement actions still needs to be enhanced to ensure the School-Based Management (MBS) programs run effectively. This chart highlights the importance of evaluation and transparency in improving the school's accountability in managing sustainable educational programs.

Despite positive developments, several challenges have impacted the implementation of School-Based Management (SBM) at SMA Negeri Linggang Bigung. Resource constraints, especially limited budgets for upgrading facilities and technology, were frequently mentioned by the informants. A teacher from SMAN 2 expressed: "Although we have many innovative ideas, limited funding hampers the full realization of our programs." Moreover, some staff members accustomed to centralized decision-making exhibited resistance to adopting participatory planning. The Vice Principal for Curriculum at SMAN 1 stated: "*Encouraging all teachers to embrace autonomy and innovation is an ongoing process, and some still prefer traditional top-down approaches.*"

Infrastructure limitations and restricted training opportunities also pose significant barriers. While parental involvement is generally supportive, it is sometimes inconsistent, thereby limiting the scope of community participation. Recognizing these challenges allows the schools to plan more targeted interventions such as expanding capacity-building training and seeking external funding sources critical for sustaining progress in SBM.

3.6. Comparative Analysis of SBM Implementation at SMAN 1 and SMAN 2 Linggang Bigung

Although both schools have adopted the School-Based Quality Improvement Model (MPMBS) within the framework of School-Based Management (SBM), there are fundamental differences in their approaches and implementation outcomes:

- a. SMAN 1 demonstrates a higher level of teacher autonomy and innovation, which is associated with transformational leadership. This has resulted in more frequent teacher-led extracurricular initiatives and curriculum adaptations. Interview data reveal that teachers at SMAN 1 often initiate extracurricular projects aligned with student interests. In contrast, SMAN 2 emphasizes community partnerships and adaptive leadership, fostering greater



collaboration with external stakeholders such as local NGOs and parent groups to support school programs.

- b. SMAN 1 places greater emphasis on academic innovation and personalized learning strategies. Conversely, SMAN 2 prioritizes flexible responses to community needs and infrastructure improvements. These differences are reflected in program evaluation scores and interview feedback.
- c. SMAN 2 encounters more significant constraints related to resource availability and infrastructure compared to SMAN 1, necessitating more adaptive management strategies. SMAN 1 reports smoother teacher engagement with program ownership but sometimes struggles with inclusivity for less vocal stakeholder groups.

This comparison highlights the necessity of support strategies tailored to the unique contexts of each school while maintaining the unified objectives of SBM.

3.7. Evaluation and Follow-up of the Implementation of School-Based Management Development

3.7.1. SMAN 1 Linggang Bigung

Evaluation is conducted through periodic supervision of rule enforcement within the school environment. The evaluation results indicate better achievement of targets in academic performance and student character development (Mayasari et al., 2023). Leadership evaluation shows that the school remains focused on its vision and actively involves all stakeholders (Amalianita et al., 2021). Additionally, evaluations focus on student academic achievement, parental satisfaction, and the regular implementation of staff training programs.

Follow-up actions to improve the quality of education at SMAN 1 Linggang Bigung include enhancing supervision and enforcing school regulations more strictly. Learning and extracurricular programs will be improved by upgrading school facilities and infrastructure. In terms of leadership, the school plans to conduct training for teachers and staff and continuously improve communication among stakeholders. Other follow-up measures include expanding technology-based training programs and utilizing more media to support the learning process.

3.7.2. SMAN 2 Linggang Bigung

The evaluation at SMAN 2 Linggang Bigung focuses on implementing a stricter supervision system and the effectiveness of the leadership applied at the school. The evaluation shows that academic achievement targets have been successfully met through careful planning and active involvement of all parties. Enhancing technology-based training for staff is also a key focus of the evaluation, alongside strengthening student character, as reflected in the improving results of the national examination.

Follow-up actions planned by SMAN 2 Linggang Bigung include adding more supervisory tools and updating existing policies to reinforce school supervision and management. Additional learning programs and extracurricular activities will also be



developed to provide students with more opportunities to develop their potential. Furthermore, the school will conduct more leadership training for teachers and staff and improve education quality by upgrading facilities and incorporating more relevant technology.

4. Conclusion

The implementation of School-Based Management (SBM) at SMAN 1 Linggang Bigung has shown a positive impact on improving the quality of education. Through a participatory approach in planning, resource management, and program evaluation, the school has successfully created a learning environment that is more inclusive and responsive to the needs of students and the community. Periodic evaluations indicate success in achieving targets, particularly in enhancing academic achievement and student character development. However, follow-up actions on evaluation results need to be optimized, especially in strengthening corrective measures for programs that have not yet reached their full potential. SMAN 1 Linggang Bigung should focus efforts on improving communication among stakeholders and upgrading facilities and infrastructure to support more effective program implementation.

At Linggang Bigung Public Senior High School 2, the implementation of School-Based Management (SBM) has also made a significant contribution to improving the quality of education, with an emphasis on strict supervision and the application of adaptive leadership. Evaluations at this school show positive achievements in academic performance as well as the strengthening of student character. The evaluation results identified the need to enhance technology-based training for staff and to improve management efficiency to ensure sustainable education quality. Follow-up actions at SMAN 2 Linggang Bigung include strengthening the supervision system, adding learning resources, and developing leadership training programs for teachers and staff. Priority is also given to improving facilities and utilizing technology to comprehensively enhance education quality and optimally support student potential development.

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